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ABSTRACT

By examining the role of supervision in the induction process of second career teachers, this study provides a new lens both for examining the career transition of second career teachers and for viewing the role of instructional supervision. Using case study methodology, the transitions of three cohorts (N=38) of participants in a teacher education program specifically designed for second career teachers and two cohorts (N=12) in a program designed to serve both second career and traditional entry teachers were studied. The data from the cohorts, separately and as a whole, indicate that a model of supervision combining institutional opportunities for dialogue between the second career teacher and his or her supervisor with weekly forums for peer exchange facilitated by a supervisor, was most effective in addressing the concerns of second career teachers. This approach helped them to bridge theory and practice by identifying, adapting, and utilizing their own strengths, and supporting their sense of agency. Findings of the study support a social constructivist approach to teacher education by documenting the relationship between the knowledge and experience individuals bring to the field and the ways in which a dialogical approach to supervision can facilitate the extension and application of this knowledge base to the realities of school. (Contains 35 references.) (Author/LL)

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Supervision of Second Career Teachers: What's Our Line?

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Wholly independent of desire or intent, every experience lives on in further experiences. (Dewey, J., 1938, 63, p.27)

"But if you break the connection between the starting point, their experience, and what they know themselves; if you get to the place where what they know can't help them understand what you're talking about, then you lose them." (Horton, M. & Freire, P., 1991, p.152)

Traditionally, men and women have entered the teaching profession upon the completion of their undergraduate studies. In recent years, however, a new pool of teachers has arisen from those whose early career choices were unrelated to education. These non-traditional candidates, from fields as diverse as business and law, hotel management and theater, have chosen to leave these fields and prepare for new careers as teachers.

Our understanding of these men and women is just beginning to emerge. Early research indicates that second career teachers bring with them a wide range of professional and personal experiences that are qualitatively different from the experiences of those who select teaching as their first profession (Freidus, 1989,91,92; Powell, 1992; Bennett, C. & Spalding, E., 1991; Bullough, R. & Knowles, J. G.,1990. Choosing to become teachers after knowing the "outside world," they come to teaching with a repertoire of professional skills and knowledge, a sense of commitment, and an articulated sense of agency. They want to use these "to make a difference." Sharing many qualities, second career teachers, nonetheless, are as diverse as they are alike. They come from different cultural, social, and economic backgrounds, ethnic origins, and educational experiences. They range in age from late twenties to mid-fifties and have diverse personal needs and interests. As they make their career changes, these similarities and differences shape the

second career teacher's visions of teachers and teaching. Ultimately, they shape the form and substance of their classroom practice (Bullough and Knowles, 90; Freidus, 89,92; Knowles, 92).

The unique profile of the career changers has spurred many teacher education programs to pay careful attention to the specific needs and interests of second career teachers, ways of recruiting them, and ways of retaining them in the field.[1] One area, however, that remains little studied is the role of supervision in relation to these issues. What kinds of instructional supervision best supports second career teachers as they make their transition into the classroom? This research will explore this question and its implications for programs of teacher education.

Objectives

Like all teachers, second career teachers bring the sum total of their life experience with them into the classroom (Ayers, 1989 ; Knowles, 1992; Bullough, 1993). Sensitive to this, it is the goal of this study to explore the implications of instructional supervision for the successful transition of second career teachers into the world of education

This research addresses the following objectives:

1. To identify the motivations and concerns of second career teachers as they make a career change into teaching
2. To identify ways in which the process of supervision can meaningfully address these motivations and concerns
3. To identify ways in which the process of supervision can support second career teachers' sense of agency and enable them to meet the challenge of today's schools.

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[1]Examples include the New Teacher Recruitment Project at Teachers College, Columbia University, the Teacher as Decision Maker Program at Indiana University, the Harvard Mid-Career Math and Science Program, and the University of Southern Maine Teachers for Secondary Schools Project

Theoretical Framework

Second Career Teachers

This study begins by looking at the recent body of literature on second career teachers (Bullough and Knowles, 1990; 1988; Bennett & Spalding, 1991; Crow, Nager, & Levine, 1988; Freidus, 1989, 91, 92; Merseth, 1991; Powell, 1992; Reports of the New Teacher Recruitment and Retention Project, 1994). Research indicates that there are motivations and concerns common to those who choose to make a career change into teaching. These men and women become teachers by choice not by default. They have tried and succeeded at careers in other fields. Even those whose career choice is a forced one, those whose jobs have been eliminated through corporate mergers or financial cutbacks, appear to have taken advantage of the breach in the career path they had been taking to reassess their priorities and their goals. They see teaching as an important and desirable career choice. Second career teachers have made conscious decisions that teaching is the career they want.

Second career teachers come with an articulated sense of mission. Having chosen to trade in actual or potential financial rewards for an opportunity to make a difference in today's indifferent world, they tend to bring with them a transformative vision of education. They believe that the school experience should be meaningful and relevant to the lives of the children they teach. This belief often turns from motivation into concern as they struggle to fulfill their goals within the real world of the classroom. Regardless of their prior experience, second career teachers find that an understanding of pedagogy is directly related to their sense of comfort and competence in the classroom (Darling-Hammond, Hudson & Kirby, 1989; Powell, 1992).

As they move into their new careers, men and women are eager to learn the culture and mores of their new world. Eager to find mentors to help them through their career transition, they anticipate that their cooperating teachers will fill this role. For some, this happens. Others, however, find their cooperating teachers believe that their

age and prior career experience exempt them from novice standing. These cooperating teachers assume there is no need to explain the fundamentals of classrooms to those versed all ready versed in the way of the business world. Still other second career teachers find their cooperating teachers are suspicious about why someone would really give up what looks like an interesting and lucrative career to become a teacher. Finding it hard to believe that others value the career they take for granted, they doubt the commitment of career changers. Yet another group of second career teachers find that their cooperating teachers are just too busy with the demands of overcrowded classrooms to provide the kinds of support and resources they need. When the relationship with their cooperating teachers is less than anticipated, it frequently becomes a source of great concern for all involved (Freidus, 1991; Powell, 1992).

A third set of concerns has been documented as emerging from the nature of the career change itself (Freidus, 1992). Career changers are motivated by the opportunity to take on a new image of self, to become actively engaged in service. However, despite this carefully thought out motivation, several unexpected concerns emerge upon entry into this new world. The first has to do with the social image of teachers and teaching in today's worlds. This is particularly anxiety-producing to women who often recount stories of how when engaged in prior careers, their response to the question: "What do you do?" would elicit interest and conversation. Now the response, "I am a teacher." elicits silences or comments like "How nice." Men often, but not always, fare better in this sphere. They evoke interest by their willingness to transcend traditional social expectations. However, both men and women experience stress coping with the realities of their adjusted income and the fatigue that ensues as they struggle to manage on the salaries that characterize the world of service.

> I knew the figures. I had carefully investigated and planned things out. What I didn't understand was what it would <u>feel</u> like...just how hard it would be to live on a salary that is half of what I used to make"
>
> (Freidus, unpublished conference notes, January, 1994)

The research of the last few years provides a clear picture of the motivations and concerns of many second career teachers. If they are to become effective teachers bringing new perspectives to children and to schools, they need not only information but also support. In many ways, their needs for support may be even greater than those who enter teaching directly from college (Powell, 1992; Freidus, 1992). This may be related to the complexity of their lives, the seriousness of their intent, or their immediate grasp of how complex, demanding, and important the role of a teacher is. "I knew it would be hard, but I never dreamed it would be this hard" (L.C., Freidus,1992) are words that echo throughout the data. Thus, the question persists as to how programs of teacher education can best help second career teachers through the transition and into the long-term shaping of a successful career. It stands to reason that in this process the role of supervision is an important one.

Teaching and Learning as Constructivist Processes

The writings of scholars in the fields of philosophy (Dewey, 1931, Greene, 1978), psychology (Piaget, Duckworth, Brookfield), and educational research (Yonemura, O'Laughlin) indicate that the ways in which teachers act and react in their classrooms are directly related to their own experience and to their own philosophical and ideological constructs. This has frequently been confirmed by clinical experience (Bullough, 1989 ; Kogan, 1993). In classrooms across the country - whether situated in public or private schools, wealthy, poor, or socio-economically mixed communities, there is all too frequently a wide disparity between the vision of teaching that is espoused and the practice that is enacted. Teachers who articulate goals of "empowerment," "autonomy," "development of voice" create classrooms in which children are told which books they should read, when they should read them, and in precisely how they should respond to them. In the name of the same goals, another group of teachers, fearful of being disrespectful and/or not valuing individual styles leave children alone to discover - or all too often not discover - basic skills, patterns of thought, and a sense of internal discipline.

Believing in but never having personally experienced emancipatory teaching, many teachers cannot envision what their goals look like in practice. Others hold visions of that to which they aspire, but lack an understanding of the pedagogical theory and methods that will enable them to realize these goals. There is a serious risk that those who come into teaching as a second career will be plagued by these same obstacles.

If we accept a constructivist theory of learning as a model of lifelong learning, it appears that in order to realize their transformative vision, teachers need the same kinds of learning experiences as do their students (Duckworth, 1987). The information they receive must make sense to them in light of their prior learning; if not, it will ultimately be rejected rather than assimilated. Hence, it is important for second career teachers to have opportunities to discover how personal biography influences and shapes classroom practice, forums in which they can experiment with new ideas, and repeated opportunities within safe havens to practice and construct new understandings about the meaning and enactment of emancipatory education.

Dewey (1931) wrote that the fallacy of traditional education was not the emphasis on content matter but the failure to recognize the importance of the learner and the relevance of the learning environment. Constructivist visions of teacher education do not substitute "touchy - feely" sharing for academic rigor. To the contrary, they make it possible for all students to engage in teaching and learning in intensely rigorous ways. Rather than leaving their prior knowledge at the door of their new career choice, constructivist approaches enable second career teachers to call forth all that they have learned in their personal and career growth to date, to examine it, perhaps to reconfigure it, but definitely to use it as a foundation for further professional growth. It not only allows but requires that teachers recognize that every experience builds on preceding ones...both for themselves and for their students.

Although second career teachers are far beyond the age of puberty, the age when they are traditionally considered to have become abstract thinkers, the exploration of new

fields of knowledge brings back the need for more concrete experiences (Duckworth, 1987). Like their students, second career teachers appear, to thrive in environments in which they are allowed to experience, reconstruct and reflect. Contrary to traditional expectations, research indicates that adults learn best when new information is related to their developmental concerns, when the learning environment is non threatening and supports risk taking, when different learning styles are recognized and respected, when learning activities are experiential and relevant to their life situation (Brookfield, 1986). In short, adults, like children, learn best when there is acknowledgment of and respect for the who they are and what they know, when they can use what they know as a basis for building new insights, when they are allowed and encouraged to become partners in the dialogue of their own learning. This needs to be born in mind in the design of programs of supervision and the construction of individual teacher/supervisory relationships.

Post structural Perspectives

This position is consistent with the critical and post structural perspective that knowledge is a personal construction situated in time, place, and personal experience (Lather, 1991; Apple, 1991). For the process of supervision, this means that supervisory knowledge cannot exist separate from the person and context (Sergiovanni, 1990). Consequently, it becomes impossible to articulate a single way of being and relating within the supervisory process. This does not mean that standards must fall to the wayside, but rather that it is incumbent upon the supervisor and teacher to find and define what works within the context of clearly articulated goals that are relevant both to the individuals involved and the setting.

Within this perspective, the process of dialogue becomes an essential component of supervision. Articulation of the "practical theory" of the teacher, his or her "private, integrated but ever-changing system of knowledge, experience, and values" (Handal and Lauvas in Sergiovanni, 1990, p.249) serves as a starting point for the work of supervision.

The supervisory role involves listening, acknowledging, validating, and utilizing what teachers know and believe. The supervisor assumes the role of the Deweyan educator, recognizing the experience of his or her student and creating opportunities for practice and reflection that will lead to further growth (Dewey, 1938). Goals meaningful within the knowledge base and belief system of the supervisory dyad enable teachers to construct new insights into their practice. A supervisory relationship based not on authority but on collaboration and reflection facilitates ongoing professional growth and development (Sergiovanni, 1982; Gitlin & Price, Darling-Hammond & Sclan, 1992; Kagan, 1992). The knowledge and experience of both teacher and supervisor is validated within this dialogue. The process is important for all teachers. For second career teachers whose transformative visions of education often emerge from an ideological basis rather than personal experience, it is essential.

Methodology

A qualitative approach was chosen as most appropriate for the exploration of the implications of instructional supervision for the transition of second career teachers. This methodology enabled the researcher to follow the transitions of three cohorts (N=38) of participants in a teacher education program specifically designed for second career teachers and two cohorts (N=12) in a program designed to serve both second career and traditional entry teachers. Both programs were at the graduate level and were designed for those who had little or no prior experience in teaching.

This study grows out of a series of case studies that have investigated the career transitions of second career teachers. Earlier research focused on attitudes, expectations, and concerns of second career teachers. While much of the earlier research focused on the ways in which these attitudes, expectations, and concerns might be related to gender expectations and gender socialization, this study looks at the population of second career teachers as a whole. Building upon prior case study work, a cross case analysis was made

to elicit recurring themes related to the experiences of second career teachers as they participated in supervised field work. It considers what was helpful, what was problematic, and what - in their opinions- would have been helpful.

A variety of data-generating tools have been utilized in this study. The organizing tool has been individual interviews in which open-ended questions (Mishler, 1986) were asked. Interviews were taped, and selected segments were transcribed. In addition, autobiographical statements were elicited from all participants at the beginning of their programs, and written questionnaires were administered at the mid-point and end of the programs.

Data was scanned on an ongoing basis with the goal of identifying emergent themes and categories related to teacher development and instructional supervision. Through a process of reference to the literature and *constant comparison* of data (Glaser & Strauss, 1967), emergent categories were clarified on an ongoing basis. Data sources were than once again scanned and coded according to identified categories. Throughout the process, each stage of data collection informed and was informed by the next.

Discussion

The data confirms that most second career teachers come to teaching with a sense of mission. Looking to make the world a better place, they choose to trade in actual or potential success measured by financial gain and status for the rewards of personal satisfaction through service. Some, happy with the education they have received, seek to "pay back" what has been given to them to extend the circle of those for whom education leads to empowerment. Others, feeling they have succeeded in spite of rather than because of their own experiences, hope to make the process different for others. They believe there is a "tremendous need for professional, caring teachers" (Freidus, 1989, p.129) and they want to be part of the response to that need.

There is a "real world" however, and no matter how much thought they had given to the significance of their career change, many second career teachers had second thoughts as they began to experience not only the possibilities but also the constraints of their new careers. The combination of now belonging to a profession that was perceived by much of society as low status, living a life with limited financial resources, and feeling the inadequacy that is bound to accompany "neonovicedom" was overwhelming to many. "I just didn't know what it would feel like." "I knew it would be hard, but I never knew it would be this hard." were statements echoed over and over in the responses of career changers. The data overwhelmingly confirmed the findings of prior research that second career teachers need support both at the time of career transition and throughout the course of their entry into the classroom.

Even the most committed and confident second career teachers participating in this study felt anxiety as they began their experiences in classrooms. They came to teaching with the belief that classroom practice should be emancipatory for both themselves and their students. They enthusiastically articulated their evolving visions of teaching and were eager to engage with others in dialogue about ways to make this happen. "Second career teachers feel the need to talk about what they are doing. They are eager to develop interpersonal relationships with other professionals" (Sabatini, New Teacher Recruitment and Retention Advisory Board, 1993). They came with the belief that this dialogue would be a part of the culture of school life. Consequently, the reality of isolation existing within the structures of traditional classrooms (Sarason, 1982; Lanier & Little, 1986) came as a form of culture shock. More than shocking, however, they found isolation was an obstacle to pursuit of the vision of teaching that motivated their career change. They knew what they wanted but they didn't know how to make it happen.

> The desire to teach in a certain way does not magically erase all of my own negative experiences. We are a product of our experiences. We tend to teach the way we were taught. (WT., Fall, 1993)

Throughout their teacher education experience, these second career teachers resonated to descriptions of the "process approach" to teaching. Nonetheless, in what Lortie (1975) calls the apprenticeship of 16 to 20 years they served as students, few had ever experienced environments in which divergent thought was truly valued, problem solving was the core of the curriculum, or the building of community was seen as an articulated goal.

> "I don't think I ever had a teacher who told me that my ideas were o.k. when they differed from [his or] hers" (M.A., 1994).

At home, at work, and at school, most were immersed in a world in which hierarchical position was equated with authoritative knowledge. Consequently, there was often a gap between what these men and women cognitively valued and what they viscerally knew. It became apparent that from the perspective of a constructivist theory of education, it was important for these men and women to have opportunities to "construct [this kind of] knowledge for themselves, on their own terms, so that they can act to change the world" (O'Laughlin, 1992, 337).

Realization of one's desire to engage in emancipatory practice entails a long and complex process. It requires a genuine questioning of what is and ought to be, a rewriting of the narrative of one's own experience, and a re-imaging of the relationship between authority and education. One domain within the teacher education program where this process can readily be nurtured is that of supervision. It is here that the opportunities for sustained dialogue and the building of the kinds of relationships that support risk taking are most available. The literature suggests that second career teachers will only be able to shape constructivist learning environments in which students bear responsibility for their own learning when they, themselves, have had these experiences. The data indicates that it is possible for this to occur within the supervisory process when the "super" in supervision referred to a process of working together to see from different perspectives rather than to the superior knowledge of one member of the supervisory dyad.

> My greatest surprise during this [field] placement was when my supervisor asked, "What do you want to do? What do you want to get out of this placement?" No one told me what I had to do. The objectives were not given to me, I had to determine them for myself. No one said, "This is what you will learn in this placement...: as they had in every other institutionalized educational experience I have had. I was asked, "What do you want to learn...?" It made me responsible for my education, for my development. It took me completely off guard. It also made me realize how seldom (if ever) students have the opportunity to be responsible for their education, feel the effects of that responsibility, and address the questions and problems it brings with it. (H.C., Fall,1993)

For all their eagerness to talk, second career teachers are still often resistant to asking the tough questions, the questions that challenge the fundamental roles of authority in our schools and in our society as a whole. It is unlikely that this kind of questioning will ever happen when traditional structures of authority prevail within the supervisory relationship. Fostering the process of critical questioning is in many ways a formidable task. It disrupts the well-entrenched model of passive education, the niceties of social conduct, and, for women, it challenges many of the basic constructs of gender socialization. To question, one must discard the comfort of the status quo and be willing to assume an active as well as an interactive stance. Second career teachers have moved toward this end by making a career change based on an articulated awareness that individuals can and should make a difference. However, the data clearly indicates that they need support if they are to continue to move forward in this quest.

The data also indicates that the supervisory process can provide and facilitate this needed support in many ways. Just as there can be no one right way to design or define the supervisory relationship, there can be no one right way to nurture the process of critical questioning. The research indicates that the supervisory process is most successful when it allows multiple opportunities for dialogue, multiple formats for reflection and questioning. For some, because of cultural orientation or personal style, one forum, activity, or style of interaction may be preferable to another. For some, having a vehicle for reflection that is more consonant with one's own culture or learning style

may help develop an attitudinal set in which the fruit of one's reflection is a greater willingness to take risks. In response to a request made to one set of second career teachers that they audiotape segments of classroom discussions in order to obtain a more accurate picture of what was happening in their classrooms, one student noted in her journal:

> I realize now that my reluctance to use the tape recorder in my classroom emerged not from the problems the children might have but from my discomfort in hearing my own voice. I was never taught to speak out. I now know that if the children are to feel free to ask and to learn, I must create an environment in which this is modeled and valued. (J.T., Summer, 1992)

For her, the use of a tape recorder was, at this point, overwhelming. She was, however, willing and able to record and reflect on her experiences within the context of a written journal. This medium did not provide her with the same data that an audiotape would have, but it did enable her to grapple with important issues of classroom practice in a way that was, for her, developmentally appropriate. Beginning with a format for reflection with which she was quite comfortable, she began to look at her own work and that of her children in increasingly more open and complex ways. She identified what she perceived to be an area of risk for herself and articulated goals and strategies for her own personal and professional growth.

This supports Kottkamp's contention(1990) that there are multiple means of fostering reflective practice. These diverse formats include one-to-one conferences, three-way conferences with co-operating teachers, personal journals, dialogue journals, role plays, and use of case studies. Implementation of a diversity of methodological tools provides a variety of lenses which not only access voices that might otherwise remain silent but which provide individuals with opportunities to develop more complex ways of thinking about themselves and their practice. Each one is part of a pedagogy of possibility that values the individual and allows him or her to access and examine beliefs and practices in the ongoing process of professional growth and development. Together

they offer a repertoire of strategies and skills that supervisors can draw upon to construct meaningful experiences for the teachers with whom they work.

While the process of pre-service and in-service is traditionally construed as a relationship between student and supervisor or student, supervisor, and cooperating teacher, it is possible for the process to include a peer component as well. This was the case with all five cohorts included in this study. In each case career changers supervised by the same faculty member met with this faculty member on a weekly basis throughout the academic year. At one institution, this was called a seminar; at the other, it was called a conference group. In both cases the agenda for the meetings emerged from the concerns of the students. Problems encountered in the classroom formed the basis of discussion and reflection. The sessions provided ongoing opportunities for career changers to negotiate the gap between what they thought they knew, what they actually knew, and what they were able to put into practice. Experiencing similar concerns and relating within each other's *zone of proximal development* (Vygotsky,1962), career changers were able to create a supportive community and to scaffold each other's professional development in extremely meaningful ways.

The group process enabled students to develop substantive visions of the goals toward which they were working. It provided them with opportunities to keep ownership of the vision that motivated their career change and the strategies through which they would implement it.

> Plato somewhere speaks of the slave as one who in his actions does not express his own ideas, but those of some other man. It is our social problem now, even more urgent than in the time of Plato, that method, purpose, understanding, shall exist in the consciousness of the one who does the work, that his activity shall have meaning to himself.
>
> (Dewey in Dworkin, 1959, p.45)

The experiences emerging from this group process often conflicted with the deeply embedded concepts of teacher that had emerged from the "apprenticeships" they served as

students (Lortie,1975) in traditional hierarchical classrooms. They provided a model for creating relationships and defining authority within an educational setting that differed from the norm. Supervisors participated in the groups as facilitators and group members. They endeavored, as Dewey wrote (1938) neither to abandon the insights that had come with years of experience nor to impose them on their new colleagues. Theirs was one perspective among many. The consistent emphasis on dialogue and experience enabled students to be begin to question and reconstruct their visions of teachers and teaching.

> In a traditional teaching environment such as my own education, the teachers are always more powerful than the students. The students are the recipients and the listeners. Our work has always involved shared meaning. (K.C.,1993)

The data indicates that by adding the peer component to the process of supervision, career changers are more likely to be open about their concerns, more able to hear voices that are meaningful in terms of their own experience, and more likely to build schemas of teaching that make sense in terms of their prior experiences but are not limited by them.

For two cohorts, there was an additional component of peer interaction within the experience of supervision. In these instances there were structured opportunities for second career teachers who had made the career change within the preceding year to participate in dialogue, provide insights from their experience, and generally provide a form of collegiality, support, and mentorship. The experience was highly beneficial to all involved. For the "veterans," it affirmed their career decisions by enabling them to serve as models for other intelligent, caring men and women with similar values and visions of teaching , provided them with an important marker of their own progress, and created new opportunities for reflection as they responded to the questions and concerns of their new colleagues. For the "novices," it provided a welcome into the community of teachers by those who had moved along a similar path, a forum for discussing teaching practice from a

different perspective, and an affirmation that "it could be done." For supervisors, observing the dialogue provided an opportunity to gain new insights into the strengths and concerns of second career teachers and to reflect on ways that they might improve their own practice. For all involved, these opportunities provided an opportunity to learn more about a wide range of teaching styles and contexts and to actively participate in an extended community of colleagues.

Taken as a whole, the data confirms Sergiovanni's statement that no longer can it be assumed that there is a body of "supervisory knowledge existing separately from person and context" (1990, 247). The second career teachers in this study drew their strength from the multiple opportunities they had to relate to other professionals within the supervisory process and the multiple forms in which these opportunities were constructed. The role of supervisor in this process moves from repository of expertise to facilitator of the knowledge and expertise in others. The data supports the notion that supervision is most effective for second career teachers when it adheres to the model of a community of teachers and learners working together to improve their practice rather than to the traditional vision of a hierarchical relationship.

Summary

The data from the cohorts, separately and as a whole, supports a social constructivist approach to the supervisory process. It suggests that supervision of second career teachers is most effective when :

1. The supervisory role is defined as one of facilitator rather than dispenser of knowledge.
2. Opportunities are systematically provided for second career teachers to articulate, examine, deconstruct, and reconstruct their visions of teachers and teaching.

3. Multiple formats are provided to facilitate this process and to help men and women to identify and set classroom goals consistent with their vision.

4. The needs for support and dialogue are not minimized but instead are recognized and institutionally built into the process of supervision.

5. It is acknowledged that second career teachers need as much help and feedback as their younger colleagues in the profession and multiple voices are provided to facilitate this.

6. It is recognized that second career teachers come with common motivations but that there is a vast diversity in their prior experiences. Supervision is most effective when it promotes sense of community as well as providing individual support.

In these ways, the process of supervision may support the sense of mission and agency that brings these men and women into teaching and help them to create the kinds of resources and support systems that will better enable them to meet the challenge of today's schools

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